

	Western Europe	U.
b) Force as a means of national power depends not only on the effective preponderance of force but the possibility that its use may alienate the support of other nations.	X	
* 2) Differences in population, resources, and economy may be reflected in differences in national power; that is to say, they are important bases or components of national power.	X	
a) Industrial capacity and energy sources are important bases of national power.	X	
b) Scientific and technological development provide an important component of national power.		
b. National power may be brought to bear on other nations through many channels and mechanisms: force, diplomacy, international law, international organizations; the choice among them depends on the nature of the goal, its importance, the effectiveness of the means, its acceptability, etc.		
1) The instruments of national power are not mutually exclusive; the use of diplomatic channels may have behind it the possibility of military or economic sanctions.		
*c. Nations may pool their power behind common goals in varying systems of alliances and combinations.	X	
*d. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.	X	
1) The process by which a nation sets its foreign policy is very much a part of its internal policies.	X	
e. In the international system, inequalities of power only invite the use of some form of coercion.	X	
1) The balance of power strategy is based on this premise.	X	

	Western Europe	U.S.S.R.	China	India	Summ
means of national power depends not only on relative preponderance of force but the fact that its use may alienate the support of other nations.	X	X			
population, resources, and economy may be important differences in national power; that is to say, important bases or components of national power.	X	X	X	X	
capacity and energy sources are important components of national power.	X	X	X		
and technological development provide an important component of national power.		X			
are brought to bear on other nations through various mechanisms: force, diplomacy, international organizations; the choice among them depends on the goal, its importance, the available means, its acceptability, etc.		X	X		
national power are not mutually exclusive; diplomatic channels may have behind it the possibility of economic sanctions.		X			
are based on power behind common goals in varying degrees and combinations.	X	X		X	
international relations are affected by ideology, national self-interest, perceptions of the balance of power between countries, expectations about how to deal with international problems at home.	X	X	X	X	
the way in which a nation sets its foreign policy is determined by its internal policies.	X				
international system, inequalities of power only determine the form of coercion.	X		X		
any foreign strategy is based on this premise.	X				

Grade: Eleven
End of Year Summary

CULMINATING PROCEDURES
FOR COURSE

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OBJECTIVES

GENERALIZATIONS

1. The broad outlines of the ground plan of all cultures are about the same because men always and everywhere are faced with certain unavoidable problems arising out of the situation given by nature.
 - a. All cultures have the nuclear family either as the sole prevailing form or as the basic unit from which more complex family forms are compounded; thus the nuclear family is universal.
 - b. The culture of every human society provides for differentiation of status and role among its members on the dimensions of age and sex plus additional aspects of differentiation such as authority.
 - c. Every culture has a language capable of expressing all concepts necessary to the people who are a part of that culture.
 - d. All cultures require a certain minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.
 - e. All cultures have a standard system of mutually accepted values.
 - f. All cultures have a "religion" in the sense that all provide a set of standards which apply to those aspects of life which are believed to be not rationally standable or controllable empirically, which includes an aspect of a not rationally known order of the universe and its relevance to the fate of the individual and his relationships, in society, and his position in the universe.
 - g. Every culture must provide for the satisfaction of the elemental biological requirements such as war, food, and sex and the "need for affect" or gregariousness of man.
2. Broad-scale trends in the emergence of cultural forms are demonstrable; over time these forms have passed from simplicity to complexity. An important consequence of cultural evolution is the progressive increase of the amount of energy put under control for utilization by men.
3. Culture is learned, not inborn.
 - a. Human beings have similar drives and satisfy these drives in different ways depending on their culture.
 - b. Man's physiological characteristics and personalities are affected by learning.

-1-

OBJECTIVES

Outlines of the ground plan of cultures are about the same because everywhere are faced with avoidable problems arising out of conditions given by nature.

Cultures have the nuclear family as the sole prevailing form or basic unit from which more complex forms are compounded; thus the nuclear family is universal.

Members of every human society are differentiated on the basis of age and sex plus additional aspects of differentiation such as authority.

Culture has a language capable of expressing all concepts necessary for people who are a part of that culture.

Cultures require a certain minimum of social behavior for cooperation for subsistence and other ends of life.

Cultures have a standard system of accepted values.

- f. All cultures have a "religion" in the sense that all provide a set of behaviors which apply to those aspects of life which are believed to be not rationally understandable or controllable empirically and which includes an aspect of a non-empirically known order of the universe with relevance to the fate of the individual, his relationships, in society, and his position in the universe.
- g. Every culture must provide for the needs for satisfaction of the elementary biological requirements such as warmth, food, and sex and the "need for positive affect" or gregariousness of man.
2. Broad-scale trends in the emergence of cultural forms are demonstrable; over time these forms have passed from simplicity to complexity. An important consequence of cultural evolution is the progressive increase of the amount of energy put under control for utilization by men.
3. Culture is learned, not inborn.
 - a. Human beings have similar drives but they satisfy these drives in different ways depending on their culture.
 - b. Man's physiological characteristics and personalities are affected by learning.

- 1) In different societies or in different groups within one society, some emotions and sentiments are strongly repressed; others are encouraged. As a result, any one group has a modal personality or personalities among its adults.
- 2) Even romantic love is learned and is not present in all societies.
- c. Persons brought up in one tradition tend to think these good ways of behaving. When people in a society lose this belief about its ways, they are likely to change them.
4. A region is delimited by some degree of homogeneity of phenomena which sets it apart from other regions.
4. Appreciates and respects the cultural tributions of other countries, races religions.
5. Believes in the possibilities of improving social conditions.
6. Has a reasoned loyalty to the U.S. and desires to make it an ever better place in which to live.
7. Supports freedom of thought and expression.
8. Is committed to the free examination of social attitudes and data. Searches for different points of view.
9. Values change as a means of achieving progress but does not equate change with progress.
10. Feels a sense of responsibility for being informed about current problems.

ATTITUDES

1. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals.
2. Values the scientific method and rational thought as applied to social as well as to natural data.
3. Is sceptical of theories of single causation in the social sciences and is equally sceptical of panaceas.

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4. Appreciates and respects the cultural contributions of other countries, races, and religions.
5. Believes in the possibilities of improving social conditions.
6. Has a reasoned loyalty to the U.S. and desires to make it an ever better place in which to live.
7. Supports freedom of thought and expression.
8. Is committed to the free examination of social attitudes and data. Searches actively for different points of view.
9. Values change as a means of achieving goals but does not equate change with progress.
10. Feels a sense of responsibility for keeping informed about current problems.

SUGGESTED PROCEDURES

1. Have pupils think back over the entire course. Hopefully, they have a good deal about each culture studied. Discuss: What advantages in knowing something about these cultures? What other advantages in knowing these cultures than just knowing more about each one? (Try to generalize about the importance of comparative study for development of civilizations)
2. Discuss: Would you agree that culture means "shared meanings and values"? Do you agree with the anthropologist Wallace who thinks a culture is a group of shared behaviors and few shared meanings or values? What have you learned about the concept of culture?
3. Ask students to think back to the cultures studied during this year. Discuss: Do you think there are broad-scale cultural trends in the world, regardless of the society? Would you agree with those who argue that there are broad-scale cultural trends in the world? Do you think forms from one society to another? Why or why not?
4. Ask pupils to think back to what they learned about cultural regions in Western Europe. Discuss: Do you think, in the light of what you have learned, these four areas we have studied this year are properly separated into regions? Why or why not?
5. Discuss: Would you agree with the social scientists who argue that culture is inevitable since it is cultural and therefore learned? Or do you think it is inevitable?
6. Discuss: Suppose you are asked to attend a conference at the U.N. in order to give your advice about U.S. foreign policy decisions. How sure of what specific decisions should be as you were when you were a child? Why or why not? Can you think of any principles which you now use to guide you in your suggestions for policy decisions, regardless of what country the U.S. is dealing with?

SUGGESTED PROCEDURES

think back over the entire course. Hopefully, they have learned about each culture studied. Discuss: What advantages do you see in thinking about these cultures? What other advantages are there to study cultures than just knowing more about each one? (Try to get pupils to think about the importance of comparative study for developing some general-

Would you agree that culture means "shared meanings and values?" Or would you agree with the anthropologist Wallace who thinks a culture can exist with just shared behaviors and few shared meanings or values? What else do you think has been learned about the concept of culture?

Ask them to think back to the cultures studied during this year and others they studied in earlier years. Discuss: Do you think there are any cultural universals regardless of the society? Would you agree with those social scientists who say that there are broad-scale cultural trends in the emergence of cultural change from one society to another? Why or why not?

Ask them to think back to what they learned about cultural regions in the unit on Europe. Discuss: Do you think, in the light of what you now know, that the areas we have studied this year are properly separated into cultural regions or why not?

Would you agree with the social scientists who argue that war is not inevitable because it is cultural and therefore learned? Or do you think that war is inevitable?

Suppose you are asked to attend a conference at the U.S. State Department to give your advice about U.S. foreign policy decisions. Do you think you are qualified to give such advice? What specific decisions should be made as you were when you began this course? What do you think? Can you think of any principles which you now think you would suggest for foreign policy decisions, regardless of what country the U.S. is dealing with?

7. Discuss: In the light of what you have now learned about other cultures, what challenges do you see facing the U.S.? Do you think we can learn anything from other cultures which might be applied in this country? Do you think you have learned anything about internal problems which face this country as well as about our foreign policy problems?
8. Tell pupils about how the Post Office Department has at times kept U.S. social scientists from getting materials printed in U.S.S.R. Discuss: Do you think such a practice was wise? Why or why not?
9. Tell pupils about some comments a few years ago about the need to keep controversial issues out of schools -- including the study of U.S.S.R. Also point out the demand by some that pupils not be given materials written by communists or by those who disagree with our system of government. Discuss: Do you think it hurt you to study communist countries? to read material written by communists? Have your attitudes toward the U.S. changed at all during the course of the year? Should controversial issues be banned from the schools? Tell pupils about some of recent laws and statements requiring teaching about communism and about the way it is done in some places as indoctrination. Discuss: Do you think courses dealing with communism should follow such procedures of indoctrination? Why or why not?
10. Have pupils consider what they have learned about change other than that there is change and that there is also a persistence of cultural traits. Discuss: Some people resist almost all changes of a non-technical variety. Others are quick to suggest a great variety of changes when problems arise. Do you think change is bad per se? Why or why not? Do you think change always means progress? Why or why not? Do you think that progress is inevitable in man's affairs? Why or why not? What implications do your ideas have toward your action as a citizen of this country?